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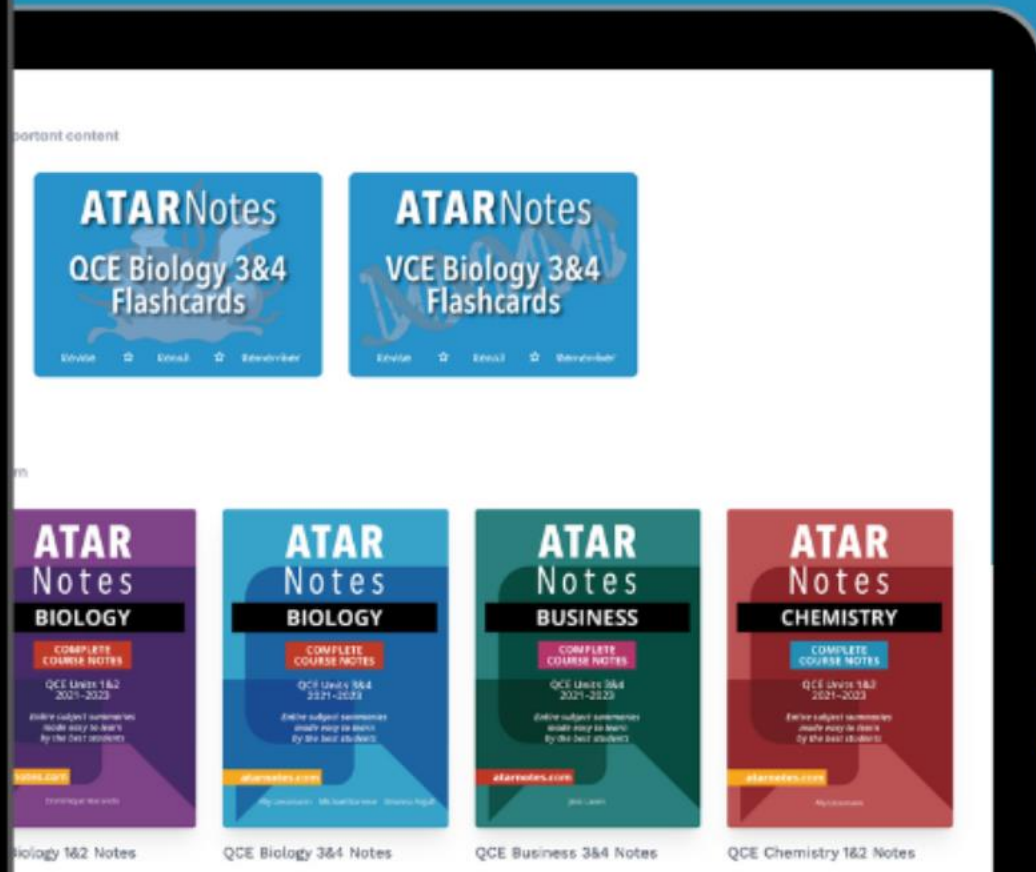
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## NATIONAL YR10 ENGLISH

Presented by:  
Sunny Norkute

# Greetings!

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Hello everyone, Sunny here!

- Graduated in 2021 as Dux
- ATAR – 96.70
- Study score of 47 in Legal Studies, and 40+ study scores for Literature, English, Further Maths and Psychology
- Studying a Bachelor of Paramedicine at Monash University

## Text Response

# GAME PLAN

Part 1:  
Single text response

Part 2 :  
Comparative text response

Part 3:  
Creative writing

Part 4:  
Oral presentations

### **PART 1: TEXT RESPONSE:**

- Single essay analytical text response.
- Breaking a text up into thematic concerns.
- Analyzing characters & creating character profiles.
- Creating master notes (motif, symbols, characters, themes).
- Sociopolitical context.
- Annotating/meaningful quotes.
- Structure.



- In Years 9 & 10, you set the foundation for Essay Writing and critical analysis.
- It is imperative to understand the value of thesis, topic sentences and evidence in an essay.
- It is also important to begin appreciating a text's construction and how it all comes together.

- **1. Relevance**
  - You're given a prompt for a reason!
  - Relevance can sway your mark from a 2 to a 10
  - Address the **core** of the prompt, and its **implications**, not just a few key words or themes
- **2. Quality of ideas**
  - Depth vs. breadth
  - Use of sub-arguments to support your main contention
  - Ability to explain how certain evidence contributes to an idea
- **3. Quality of writing**
  - Word choices, grammar, flow, etc. (*note: clarity > sophistication*)
  - Clarifying key terms in the prompt
  - Text-specific vocabulary

- **1. Relevance**
  - The prompt should always be your first priority
  - Ensure your contention is closely based on the prompt's main message
  - Ask yourself while writing: "is this relevant?"
- **2. Quality of ideas**
  - Prepare well – know your texts inside out
  - Don't let your first thoughts be your *only* thoughts
- **3. Quality of writing**
  - Have synonyms for words you use often
  - Vary your vocab, especially for key words in the prompt
  - Know what errors you're prone to making, and plan ahead

- The first step to analysing a text is to be able to compartmentalize it into the central thematic concerns. These are the overriding issues and ideas that the author is conveying through their narrative.
- When reading a text or watching a film you can generally find themes by asking yourself 'What are the major ideas or issues that are being raised?'
- *For example, in Harry Potter these themes may be loyalty, family, sacrifice, jealousy and legacy.*



# Text Response

## 1. Breaking up a text into themes

- Once you have read/ watched the piece you are studying you should jot down 5 major themes that you believe pervade the narrative.
- In order to have evidence from the text/film you should then collate examples/quotes that extrapolate on this theme. We will go into detail on master note-taking tips later on.



- For example, a theme-based essay prompt may look like this: *'Harry Potter and the Philosopher's Stone is primarily a novel on the importance of family. Discuss'.*
- Here you would use your knowledge of the theme of family to discuss its importance within the context of the novel. As well as this you would talk about one more theme as the prompt has the operative 'discuss' in it. Therefore, you would establish that family in a central theme in 2 paragraphs and introduce another central theme in paragraph 3.



- Theme charts allow you to actively read your text through the lens of looking for themes.
- This requires either a first reading of the text or some background reading to choose the 5 thematic concerns you will look at.
- Then when you are reading a chapter and you come across a passage that exhibits a theme you put the direct quote, page number and any notes into your theme chart/table.
- This is very helpful when it comes time to write essays as you have all your contextual evidence in one place!

Theme	Quote	Analysis/ notes	Page number
Friendship and loyalty	"It takes a great deal of bravery to stand up to our enemies, but just as much to stand up to our <b>friends</b> ."	This quotation demonstrates the importance of remaining steadfast in one's values even when this may lead to criticism from friends.	p. 320

- Characters should be seen as extensions of the major themes in the text/ film.
- *For example, Harry Potter as a character is an embodiment of bravery and loyalty.*
- By looking at characters this way it allows for a more in depth analysis of the underlying symbolism of a character.



A good way to break down the elements of a character is to look at the ABS model of analysis.

### Attitudes

- what are they like?

### Behaviours

- what do they do?

### Concerns

- what do they think/worry about?



### Characteristics

- Appearance → *can tell you a lot about a character!*
- Personality traits & key behaviours and actions
- Hobbies and interests
- Character flaws\*
  - *e.g. nail biting, nervous ticks, phobias*
- The author's description of this character
  - *reader: endorse or condemn?*
- Past history → present



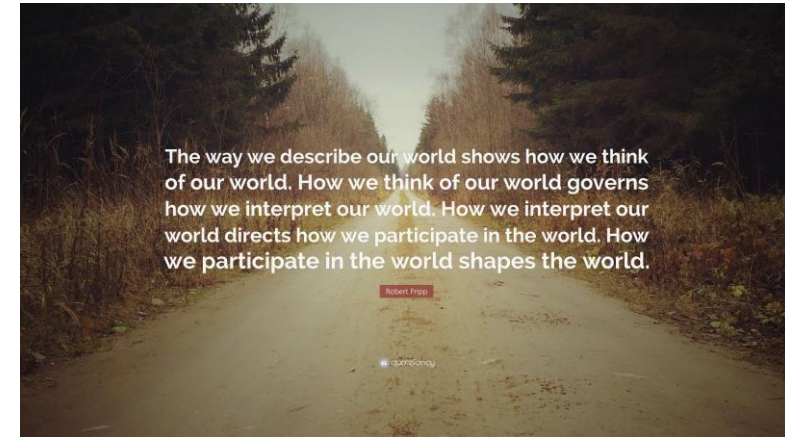
### Character values

#### Can be revealed through:

- behaviours and actions
- dialogue
- responses

#### Character's outlook or worldview

- How would they describe the world they live in?



- Connect the character with key themes
- When you talk about a character, you are also talking about a theme.
- *For example, Hermione would be an embodiment of the theme of loyalty.*



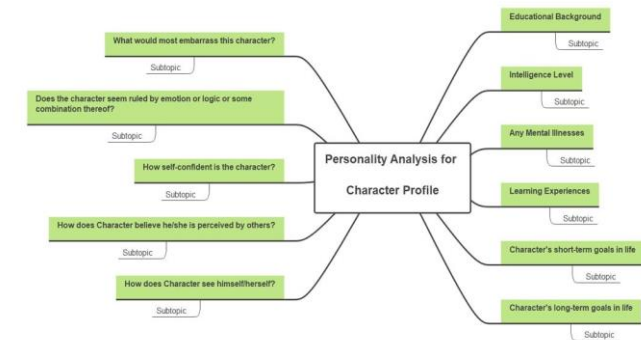
Metalanguage: **epitome**

- “Epitome: a person/thing that is the perfect example of an idea/value/trait.”

**Relationships with others:**

- How do they interact with others?
- Are they popular, secretive, spiteful?

- Character profiles are a type of quote bank that are used to organize quotes and information about a character.
- You should have a bank of important descriptors, events they are involved in, symbols they are linked with and their overall importance/role in the novel or film.
- This is particularly useful for character-based essay topics.



**Character:** Hermione Granger

**Descriptors:**

- "bushy brown hair"

**Symbols associated with:**

- Books: Education, empowerment.

**Key quotes spoken:**

- "You could have gotten us killed, or worse, expelled!"
- "Me? Books and cleverness. There are more important things: friendship and bravery."



Authorial intent is the meaning or message encoded in a fictional work that the author deliberately had in mind when they were creating it

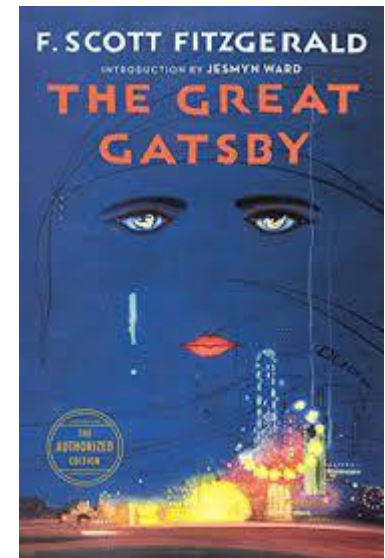
You might like to think of it as the author's personal views and values which they purposely want to convey in their text.

This is important to comment on (generally in the final sentence of a paragraph) to join the key themes, symbols and characters into the general big idea the author is attempting to convey.

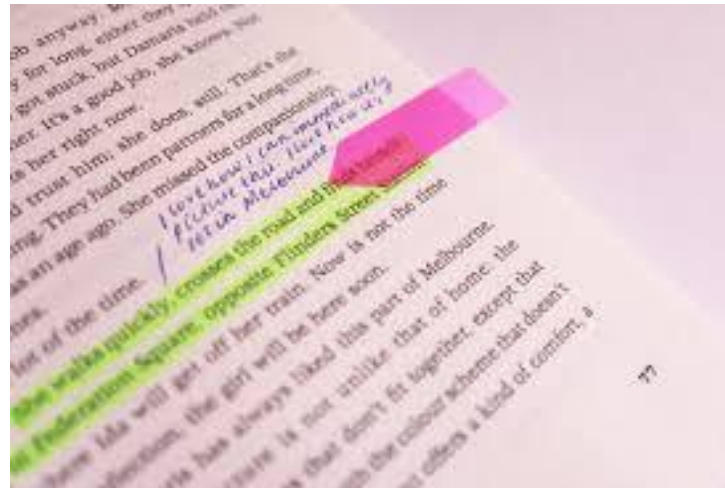
- For example, if for instance in 'Harry Potter' we focus on the theme of family:
- *Ultimately, through her diverse ensemble of symbolism including the mirror of Erised, the author extols to readers though we are bound to family through blood, it is the capacity to love, support and protect each other which defines family.*
- This has the thematic concern of family as well as the importance of the mirror symbolism.



- Socio-political context essentially refers to the era and social climate that surrounds the narrative.
- For example, if a text is set in 1944 England this would be during WWII.
- The era and social climate impact the way that the society and individuals within that society operate and is therefore integral to comment on when analyzing the behaviour and views of a character.
- For example, *The Great Gatsby* is set in 1920s America where there was prevalent sexism which impacts not only the role of the women in the text but dually governs their motivations and self-perceptions.

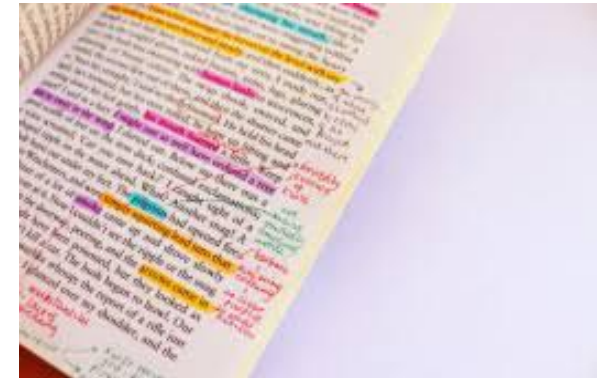


- Annotating is essentially interacting with and having a close reading of the text. When reading the text you underline, circle or highlight sections that you believe are important.



There are a plethora of benefits to annotating your text; including:

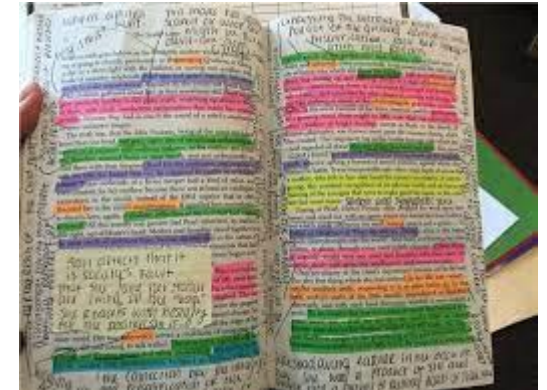
- Monitoring/ highlighting key thematic concerns, character arcs and symbolism use.
- Encourages a close reading instead of skimming the text.
- Assists in summarizing the text.
- Gather textual references for your quote bank.
- Gauge areas of concern.
- Highlight good vocab words.
- Chapter summaries.



# Text Response

## Common misconceptions

- Highlight everything simply because it looks good and like you know what you're doing.
- I don't need to have chapter summaries because I will remember the books contents.



- Only highlight specific quotes that you believe are important and will add bulk to your arguments. This can include major thematic concerns, character descriptions and metalanguage devices. It really is quality over quantity.
- Throughout the year you will be reading the book 3+ times. Once in the holidays, once during the year and once before exams. In between these times when you are doing other assessments it is easy to forget major points on the narrative. A quick dot point chapter summary after you finish each chapter will allow you to skim read on the third reading.

### Theme:

- Highlight quotes that are representative of the theme that you believe you could use in your essay.

### Character:

- Highlight descriptor words of characters, any character development, key quotes about them/quotes they say about others.

### Questions:

- If you read something and are unsure of what it means or how it connects to the narrative put a red question mark next to it and ask your teacher next time you see them.

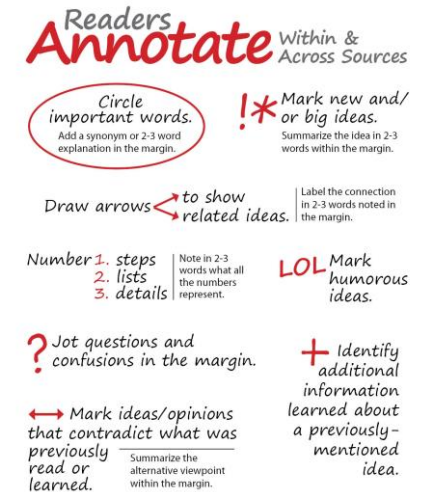
### Metalanguage:

- If you see a quote that expresses a metalanguage technique, e.g. metaphor/symbolism, highlight it.

# Text Response

## Annotating

- The **stop, notice and note technique** is a great way to ensure you are undertaking a close analysis of the text and the elements of the authors writing that can be utilised as evidence when writing your own essay.
- Step 1- Read the passage.
- Step 2- **STOP**: Underline any quotes that seem relevant to theme, character, setting or structural features (metalinguage).
- Step 3- **NOTICE**: Ask yourself why this is a poignant quote or part of the passage.
- Step 4- **NOTE**: Highlight the quote and add this to your quote bank alongside a small analysis of why it is important/what it represents.



- A good quote should **demonstrate a specific writing technique** ie- A quote on how the author has employed a certain symbol or tone.
- A good quote can be used to **describe setting and characters** which reinforces the essay with textual references.
- *ie- To describe the character of Dudley: “Aunt Petunia often said that Dudley looked like a baby angel. Harry often said that Dudley looked like a pig in a wig”.*
- Here the author employs animalistic imagery and simile to convey Dudley as akin to a “pig”.



- *“Smelting's boys wore maroon tailcoats, orange knickerbockers and flat straw hats called boaters”*

Here the author utilises imagery to convey the extravagance of Dudley's uniform. In this case it is symbolic of his wealth and status in the muggle world which directly juxtaposes Harry's lack of agency and autonomy.



**How do we know the prompt is a ‘character-based’ prompt?**

- mention of a character’s name
- “the characters” or “the figures”

Types of character-based prompts:

### ONE CHARACTER + TRAITS/THEME/VIEWS AND VALUES

- E.g. In Medea, Jason is a bold and ambitious but ultimately foolish character. Discuss.

### GROUP OF CHARACTERS + TRAITS/THEME/VIEWS AND VALUES

- E.g. How do women in the film *All About Eve* defy or adhere to the 1950’s feminine idea?

### CHARACTER VS. CHARACTER

- E.g. Both Victor and his creature experience profound loss over the course of the novel. Do you agree?

## How do we know the prompt is a 'thematic' prompt?

- mention of the name of the theme
- also commonly seen: "*The text is **about** (theme). Discuss.*"

## TWO THEMES IN THE ONE PROMPT

E.g. Discuss the significance of **dreams** and the **supernatural** in *Burial Rites*. Discuss both with **equal** depth/substance/complexity

- do **NOT** conflate the two themes!!!
- what are the subtle differences between the two key themes?
- draw links and distinctions
- what characters/symbols/metaphors/motifs/other features support this?

### ONE CHARACTER + TRAITS/THEME/VIEWS AND VALUES

- Most of discussion should be centred on that character
- Do they occasionally **not** portray that trait/theme/value?
- Do you think they better represent a similar but different theme?
- Other characters who you think might better represent this theme?
- Other characters who are similar or the antithesis of this focus character?

### GUIDELINES FOR CHARACTER-BASED PROMPTS

- Major characters - in depth
- Minor characters - substantial evidence
- Do not **only** discuss major characters
- Do not discuss **one** character only - must compare/contrast with others
- Must discuss a variety of characters, not just one group. (E.g. not just the victims, not just the villains, not just the Aboriginals, not just the central family)

**Determine what category the prompt belongs to.**

- character/thematic/views-and-values/structural

**ANNOTATE.**

- circle all key words
- underline tricky words

**Rephrase prompt.**

- phrase it as a statement
- alter the order of the statement around

**Core and implications**

- Now **QUESTION** it.



- **PART 2: COMPARATIVE TEXT RESPONSE:**
- Types of essays
- What elements should you compare?
- Structure for comparative text response



- **Theme based:**

i.e. *'Both The Golden Age and Year of Wonders explore the importance of social connection in times of turmoil. Discuss.'*

- **Character based:**

(less common for comparatives will be more likely to be theme or structural).  
i.e. *'In both novels the women characters exhibit strong will despite their setbacks. Discuss.'*

- **Structural based:**

*How does each text utilize symbolism?*

*How does author A and author B both employ language and symbolism to discuss the theme of family?*

- For comparative analytical essays you should follow the aforementioned structure, however, ensure to showcase your knowledge of both texts.
- Follow the TCEAS structure for text one followed by text two for each paragraph, however if you come across smaller points of comparison (either similarities or differences) between the texts you can interweave between the two in certain parts of the paragraph. This adds a more nuanced approach to comparison rather than essentially writing two mini paragraphs in each paragraph.
- It can be likened to a tennis match.

1. Thematic concerns.
2. Characters
3. Metalanguage (symbolism, imagery, metaphor etc. )
  - How are these features used similarly or differently to convey the authors overall contention?

### PART 3: CREATIVE TEXT RESPONSE:

- Key parts of a creative text response.
- Mirroring authors style (tone, language structure, literary devices, characterization)
- Types of creative responses you can get (finish the scene, new perspective, new form)
- Creative written commentary (checklist)
- Preparing for the assessment



# Creative Response

## Key parts of a creative response

Key events &  
narrative  
structure

Themes

Characters

Setting

Symbols

Language/  
style

- Your aim is to demonstrate your knowledge of the world of the text
- Break down the text in the same way as text response
- Deep textual understanding > creative writing flair
- Whilst you want to show original perspectives it is more important to demonstrate an intimate knowledge of the world of the text and the authors literary decisions.

Key elements of a text you want to comment on include:

- Key events
- Thematic concerns
- Setting
- Symbolism
- Characters
- Language structure



# Creative Response

## Types of creative essays

- Writing a piece from a differing persons perspective
- Writing a piece on a specific thematic concern
- Continuing a scene
- Creating a completely new scene



### Metalanguage:

- What symbols, metaphors and other literary devices pervade the piece?
- You should place selective metalanguage in your piece that mirrors the original piece however dually demonstrates your creativity.
- You can do this by slightly altering aspects of your writing such as perspective.



### Tone and sentence structure:

- Idiolect is a term used to describe an author's personal and individual style. The following features are distinct to Rowling's language and writing style.
- For example, in Harry Potter there is an overriding sense of magic and a whimsical aura to the explanations of place and person. This would be a stylistic feature that you as the writer would attempt to mirror in your tone, vocab and structure of sentences.

### Setting:

Setting is integral to world building.

- It allows you to utilize imagery and visceral descriptors to submerge the reader in your world.
- The more detail the better!



- The show don't tell technique is essentially a method utilised by writers to bolster their creative writing.
- It allows the writer to add nuance and intrigue to their work which in turn keeps readers engaged.
- It is showing certain elements of a writing through description rather than telling the readers upfront.



- How you write your piece is largely based on your skill level, personal style and the structural features you want to employ.
- There are some key tips you can use in your creative piece which will allow you to have a more descriptive and engaging assessment.

### **This includes:**

Expanding on imagery (especially for character description and setting).

Using visceral description with dialogue to make the piece have a sense of realism.

Adopting the author's writing techniques (tone, diction/ syntax choices)

Extended use of metaphor/simile to engage the reader. Note: within reason/still in the style of the writer.

- **Dull beginnings:**

Whilst it can be a good strategy to build suspense and save large pieces of plot for later in the piece; if your beginning is dull, it leaves readers uninterested.

- **What you should do instead:**

Instead start with a hook/storybook start. This can be a description to do with the setting or a certain character. This can build suspense if you don't go into a lot of detail, however, it is better than waffling for a few paragraphs. Once more this is a matter of quality over quantity!

### Verbiage:

This essentially means an over-abundance of words. Whilst you can be verbose with creative writing, if you use too many complex words it can detract from the quality of your writing and leave the reader confused.

*I.e. The boys' eyes were a deep, beguiling blue that instantly enraptured and enamoured those in his presence.*

### What you should do instead:

Don't be afraid to use elevated language, however, use it correctly and sparingly. It is more powerful to use two or three dense descriptive terms than it is to cram your paragraph full of them!

### Redundancy and stating the obvious:

Whilst utilizing confronting imagery can be a poignant method of conveying a thematic concern; blatantly stating what you are attempting to convey to the reader translates as lazy and uninteresting. I.e.- *Harry is a skinny boy of 11.*

### What you should do instead:

‘Milk’ your words. Instead of stating the obvious attempt to look at the nuance in what you are attempting to convey.

- The show don't tell technique essentially relies on you being able to convey concepts in a way that activates the 5 senses of the readers.
- That is, you should comment on the experiences of your characters in a way that evokes strong imagery. *i.e.- Smell: 'The alley had a pungent aroma that lingered past the festival goers as they walked by'.*
- Here the sense of smell is being explored. This in turn captivates readers more so and adds a level of realism to the landscape.

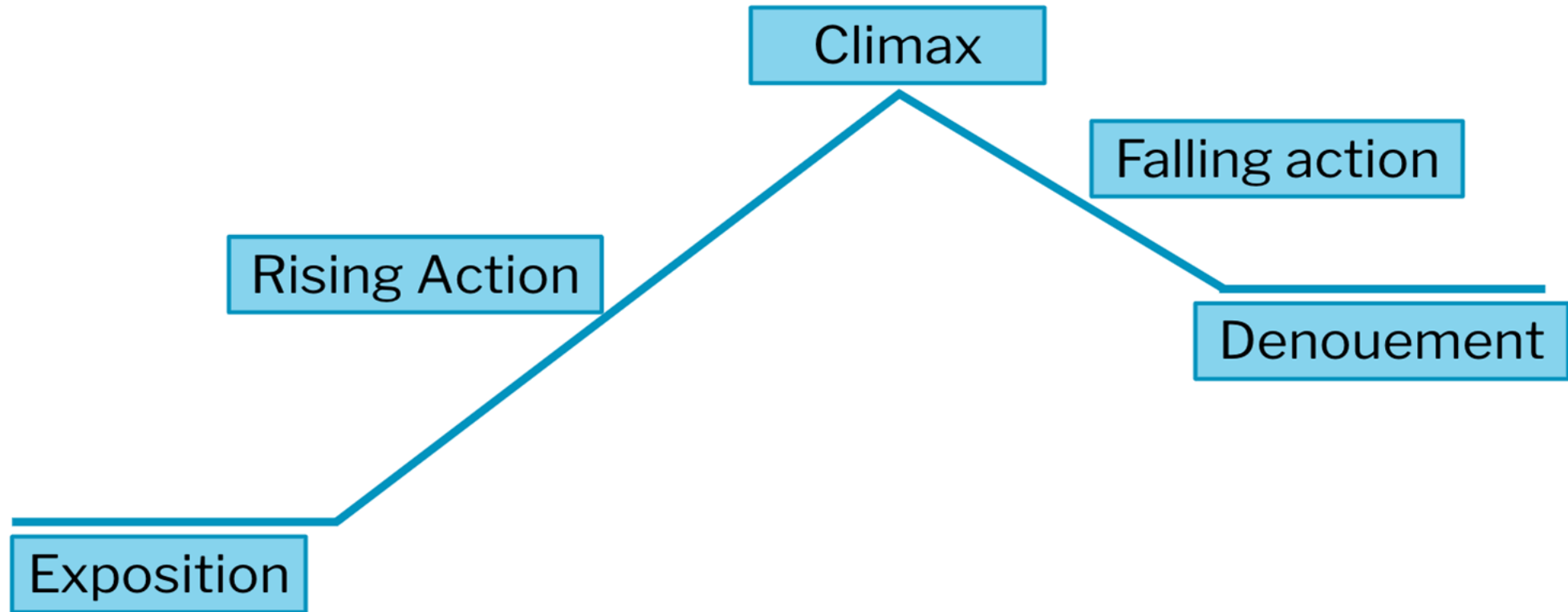


Start with a brief synopsis of your piece. This shouldn't be more than 3 sentences and should recap the major points of the narrative as well as what inspired you to create the story.



- State the technique you used, quote where you put it in your piece, link to the original text and how you mirrored or swayed from how the author wrote and then say why. I.e.- If the author uses the symbolism of birds, state that you too employed birds, quote the part of your creative where there are birds, comment on how this is or is not like the original author and then state why it is symbolic (this is your analysis/ justification).
- Finish with anything that you struggled with during the creative process i.e. Implementing dialogue.

- What form/tone did you use and why? How does this mirror or differ from the authors?
- What language style did you use and why? How does this mirror or differ from the authors?
- What literary devices did you use? How does this mirror or differ from the authors?
- What character traits did you use? How does this mirror or differ from the authors?
- How have you brought in the socio-political context of the era the book was written in?
- Have you used setting?
- What key thematic concerns have you explored?
- In your piece you should write with your own flare but employ/ mirror as many of the original authors writing choices as possible.



### PART 4: ORAL PRESENTATION

- What is an oral presentation?
- How can I come up with a topic/how do I research ?
- Planning arguments and general structure.
- Tips for effective public speaking.



- An oral presentation is a verbal expression of a point of view utilizing persuasive techniques to influence the audience.

The core elements of an oral presentation include:

- **Matter:** What is the content of the speech? I.e.- gun reform laws
- **Manner:** How is it delivered? i.e. what tone and body language is used?
- **Method:** Is the speech structured well?

You must find a topical Australian issue that has been in the media from September of 2022.

Search newspapers, Youtube clips, interviews etc for information.

- **Issue:** Nuclear energy
- **Point of view:** Australia should adopt nuclear energy as a source of power for households and businesses
- **Arguments:** Less impact on the environment than fossil fuels/coal; modern science allows for safe use of nuclear energy
- **Examples/evidence:** Use of nuclear in the USA, UK, France & Japan

### **Introduction**

- Main issue
- Signpost arguments
- Get audience hooked

### **3 body paragraphs**

- 2 agreeing and one challenging

### **Conclusion**

- Sum up your main contention and what can be done from now to reach this goal

- **The opening line...**is the most important line of your whole address. It can be the difference between an engaged audience hanging of your every word, or a bored group of people waiting for the speech to end.

### MAKE THE MOST OF YOUR OPENING

- Use **facts, questions, stories** and **prompts** to open your speech.
- Utilise tools such as tone, language, emotion and body language to ensure your opening is engaging, unique and relatable.

### Establishing the context of your presentation

- Are you taking on a persona? Pretending to be a character from a text/novel/film? Reacting to a world event? This **must become clear very** early in your speech for the audience to understand.
- Introducing the issue + your point of view + why the issue is important
- Introduce your issue by recounting a recent news event, or an anecdote from your own life...this gives the audience a **reason to listen** and allows them to relate to the content of your address.

- Most oral presentations will have **2-4 key arguments** to support the speaker's point of view.
- Each argument must be **broken down and explained**
- This is done using evidence (facts & statistics) as well as stories and anecdotes of relevant events.
- **Vary your use of evidence** (i.e. use a range of facts, statistics, stories and examples if you can)

- Finish on a strong note!
- You want to leave the audience with a call to action, a staggering statistic or if you used an anecdotal start, you resolve this in the conclusion offering a solution.
- You want your audience to walk away feeling like they have learned something from your speech.



- Remember to **slow down** and **speak clearly**. Nervousness makes many students rush their presentation.
- Always, **ALWAYS** remember to **maintain eye contact** (shift your gaze between members of the audience; making eye contact with each individual for no longer than 2-3 seconds at any given time).
- Use **hand gestures and body language** to complement the content of your presentation, but not so much that it becomes a distraction

- Emma Watson: <https://www.youtube.com/watch?v=nIwU-9ZTTJc>
- Barack Obama: <https://www.youtube.com/watch?v=OFPwDe22CoY>
- Greta Thunberg: <https://www.youtube.com/watch?v=KAJsdgTPJpU>

### **GENERAL WRITING TIPS**

- Essay structure
- Academic tips & tricks



### *The Cat Eats A Sock*

- TOPIC SENTENCE
- CLAIM
- EVIDENCE
- ANALYSIS
- SUM UP/AUTHORIAL INTENT

- **ESSAY TOPIC: Harry Potter and the Philosopher's Stone above all else, examines the importance of friendship. Discuss.**
- This is where you state your contention/main argument that you will further develop in the paragraph.
- *I.e., Harry Potter's first year in Hogwarts is indeed tempestuous and as such the cardinal importance of friendship and belonging are highlighted by the author.*

- This is an elaboration on the topic sentence. Here place a more specific opinion.
- *I.e., Perhaps the most poignant example of the power of friendship is in the **denouement** of the narrative where the trust between Hermione, Ron and Harry ultimately save their lives.*

- This is where you integrate quotations from the text to demonstrate a textual example of your claim.

*I.e., The author highlights the children's ability to band together through the near fatal chess tournament; Ron expounding immense selflessness stating "you've got to make some sacrifices!" and as such putting himself in mortal danger in order for Harry to "checkmate the king" and escape.*

- This is where you dissect the quote and explore the complexities of the evidence as well as how it supports your claim. You can also bring in any relevant metalanguage in this section.

*I.e., As such Ron becomes a symbol of the tenacity for friendship to prevail through adversity and allow people to overcome their fears.*

- This is where you convey the underlying 'BIG IDEA' behind that section of the book. What is the author attempting to convey to the reader?

*I.e., In turn, the author conveys to the audience that friendships not only improve the quality of one's life through trust and camaraderie but dually that such connections can save one's life in times of turmoil.*

- **TOPIC SENTENCE:** *Harry Potter's first year in Hogwarts is indeed tempestuous and as such the cardinal importance of friendship and belonging are highlighted by the author.*
- **CLAIM:** *Perhaps the most poignant example of the power of friendship is in the denouement of the narrative where the trust between Hermione, Ron and Harry ultimately save their lives.*
- **EVIDENCE:** *The author highlights the children's ability to band together through the near fatal chess tournament; Ron expounding immense selflessness stating "you've got to make some sacrifices!" and as such putting himself in mortal danger in order for Harry to "checkmate the king" and escape.*

- **ANALYSIS:** *As such Ron becomes a symbol of the tenacity for friendship to prevail through adversity and allow people to overcome their fears.*
- **SUM UP:** *In turn, the author conveys to the audience that friendships not only improve the quality of ones life through trust and camaraderie but dually that such connections can save ones life in times of turmoil.*

- Exercise regularly!
- Talk to friends and family
- Participate in mindfulness.
- Practice time management,
- Set tangible goals.
- Celebrate the small victories.



- READ your texts (and read them again).
- Ask questions frequently and participate in class discussion.
- Don't be afraid to challenge pre-conceived ideas.
- Complete your chapter summaries, character profiles and quote banks. This makes revision a lot easier.
- Read other peoples' views on your texts so you gain a wide knowledge of ideas.
- Look after yourselves! You will perform your best when you are physically and mentally healthy!

- [If you need mental health support reach out:](#)

Kid's Helpline: 1800 55 1800

Headspace: 1800 650 890

Men's Line: 1300 78 99 78



Thanks for coming!

Good luck for the rest of the year!